

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Dennis Middle

District: Lee County

Principal: Kwamine Simpson

Superintendent: Cleo Richardson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Dennis Middle School was created in 2006 when Lee County School District reorganized the structure of its middle schools to encompass grades six through eight. During the 2006-2007 school year, there were 415 students in grades six through eight. The grade retention rate for students at Dennis Middle was 2.8% and the attendance rate was 94.7%. According to the 2007 School Report Card, 11.3% of students were categorized as having a disability other than speech. Thirteen percent of students in grades seven and eight were enrolled in English I and Algebra I for high school credit.

During the 2006-2007 school year, there were twenty-three (23) full-time teachers. Of that number 52.2% had advanced degrees. 47.8% of the twenty-three teachers had continuing contract status. The teacher attendance rate was 97.3%. The average teacher salary at Dennis Middle School was \$39,672. According to the 2007 School Report Card, 45% of the teachers at Dennis Middle School had emergency or provisional certificates. Of those who were fully certified, all were "highly qualified."

During the 2006-2007 school year, the student-teacher ratio in core courses was 24.1 to 1. The percentage of instructional time available when both teachers and students are present was calculated to be 91.8%. Opportunities in the arts were rated to be good. The character education program was deemed to be average.

Of the 415 students enrolled at Dennis Middle School, 3.17% are classified as White, 2.43% are Hispanic and have all been classified as being Limited English Proficient, and 94.4 % are classified as African-American. The student population is evenly divided by gender. Eighty nine percent of students at Dennis Middle School have free/reduced lunch status.

The following data represent the one year that Dennis Middle School has been in existence. No other PACT data are available

Dennis Middle School 2006-2007 PACT Scores

ELA	387 Tested					
Grade	Below Basic 1	Below Basic 2	*Below Basic	Basic	Proficient	Advanced
6	53 (44.5%)	18 (15.1%)	71 (59.7%)	39 (32.8%)	7 (5.9%)	2 (1.6%)
7	53 (36.8%)	26 (18.1%)	79 (54.9%)	55 (38.2%)	10 (6.9%)	0 (0.0%)
8	28 (22.6%)	14 (11.3%)	42 (33.9%)	68 (54.8%)	14 (11.3%)	0 (0.0%)
Math	392 Tested					
Grade	Below Basic 1	Below Basic 2	*Below Basic	Basic	Proficient	Advanced
6	30 (24.0%)	33 (26.4%)	63 (50.4%)	52 (41.6%)	6 (4.8%)	4 (3.2%)
7	18 (12.7%)	40 (28.2%)	58 (40.8%)	76 (53.5%)	8 (5.7%)	0 (0.0%)
8	31 (24.8%)	26 (20.8%)	57 (45.6%)	63 (50.4%)	4 (3.2%)	1 (0.8%)
Science	277 tested					
Grade	Below Basic 1	Below Basic 2	*Below Basic	Basic	Proficient	Advanced
6	22 (34.4%)	29 (45.3%)	51 (79.7%)	11 (17.2%)	2 (3.1%)	0 (0.0%)
7	56 (38.6%)	55 (37.9%)	111 (76.6%)	33 (22.8%)	1 (0.6%)	0 (0.0%)
8	19 (27.9%)	25 (36.8%)	44 (64.6%)	18 (26.5%)	5 (7.4%)	1 (1.5%)
Social	272 tested					

Studies						
Grade	Below Basic 1	Below Basic 2	*Below Basic	Basic	Proficient	Advanced
6	7 (11.5%)	28 (45.9%)	35 (57.4%)	24 (39.3%)	2 (3.3%)	0 (0.0%)
7	56 (38.9%)	68 (47.2%)	124 (86.1%)	20 (13.9%)	0 (0.0%)	0 (0.0%)
8	26 (38.8%)	35 (52.2%)	61 (91.0%)	6 (9.0%)	0 (0.0%)	0 (0.0%)

*** Column is the total of Below Basic 1 and Below Basic 2**

Dennis Middle School
2006-2007 End-of Course Test Data

End Of Course Tests	Percent of students scoring 70 above		
Algebra 1	87.50%		
English 1	79.30%		

The Focused School Renewal Plan for the 2008-2009 school year is the collaborative effort of the faculty and staff of Dennis Middle School. On January 29, 2008, the Leadership Team met with two members of the State Department of Education External Review Team to analyze Dennis Middle School's PACT and MAP data. The Leadership Team is composed of the Principal, Assistant Principal, Administrative Assistant, department chairpersons for English/Language Arts, Mathematics, science, and Team Leaders for sixth, seventh, and eighth grades. Additionally, the Coordinator for Special Services for Lee County School District met with the team. The team used the Absolute Value Calculator to determine what increases needed to be made in order to raise student achievement as measured by PACT. The team determined that in order to meet expected progress it would be necessary to set student achievement goals in all four core subject areas; English/Language Arts, mathematics, science, and social studies. The team then decided that MAP would be the measure of achievement for English/Language Arts and mathematics and that Flanagan's Test for Higher Standards would be the measure of achievement for science and social studies. The team also brainstormed about specific strategies for improvement. On January 31, the ERT conducted classroom observations in order to provide feedback on areas that the team should consider when developing strategies and goals. On February 5, the administrators met with the ERT to discuss the strategies and to make more concrete decisions about indicators of implementation. On February 6, 2008, during common planning period, department chairpersons met with teachers in their departments to discuss the recommendations made by the ERT. Related arts teachers were assigned to work with different departments. At this time, teachers developed additional strategies to improve achievement in each of the goal areas. On February 13, 2008, each department chairperson met individually with the school administration, the district liaison, and the ERT to discuss the recommendations and changes to enhance the strategies.

Based upon the receipt of recommendations from the ERT evaluation committee, the SLT met in August and September 2008 with the ERTL for 2008-2009 to review and revise the FSRP. Adjustments were made to the rationale, indicators of implementation, and strategies as well as editing goals to SMART format. Based on information provided to the SLT by the ERTL, a decision was made to use MAP as the measure of academic achievement for science.

Student Achievement Goals Rationale:

The data from the 2006-2007 School Report Card and the 2007-2008 MAP data indicate that students at Dennis Middle School have a higher percentage of students who score below basic in all four core subject areas

than the state average. In order to reach the expected gains as indicated by the DMS School Report Card, it was determined that our students need to make significant gains in all core areas.

Student Achievement Goal #1 states that by April 1, 2009, at least 30% of Below Basic students in grades 6-8 (with the exception of students who participate in alternate assessments) will increase one RIT band in ELA as measured by MAP data from the September 2008 administration to the February 2009 administration. This goal was selected because 60% of 6th grade, 55% of 7th grade and 34% of 8th grade students scored below basic in ELA on 2006-2007 PACT. In addition, spring MAP data indicate that 30% of the students who tested scored within 5 points of the next RIT band. Research from NWEA indicates that the typical growth each year in ELA is 3.4 points per student.

Student Achievement Goal #2 states that by April 1, 2009, at least 30% of Below Basic students in grades 6-8 (with the exception of students who participate in alternate assessments) will increase one RIT band in math as measured by MAP data from the September 2008 administration to the February 2009 administration. This goal was selected because 50% of 6th grade, 41% of 7th grade and 46% of 8th grade students scored below basic in math on 2006-2007 PACT. In addition, spring MAP data indicate that 30% of Below Basic students scored within 5 points of the next RIT band. Research from NWEA indicates that the typical growth in mathematics each year is 5.1 points per student.

Student Achievement Goal #3 states that by April 1, 2009, at least 30% of Below Basic students in grades 6-8 (with the exception of students who participate in alternate assessments) will increase one RIT band in science as measured by MAP comparing data results from the September, 08 administration to the February 09 administration. This goal was selected because 80% of 6th grade, 77% of 7th grade and 65% of 8th grade students scored below basic in science on PACT for the 2006-07 school year.

Because MAP is correlated to SC achievement tests, a reasonable assumption would be that increasing at least 30% of Below Basic students' math, science and ELA scores by one RIT band will result in improvement in the overall school rating.

Student Achievement Goal #4 states that by April 1, 2009, 30% of students in grades 6-8 (with the exception of students who take alternate assessments) will meet a mastery level of 70% as measured by the Flanagan's Test for Higher Standards for social studies. This goal was selected because 57.4% of 6th grade students, 86.1% of 7th grade students, and 91.0% of 8th grade students scored below basic in social studies on the 2007 PACT.

By using MAP correlations to PACT data on the Absolute Value Calculator, it was determined that if 30% of the Below Basic students moved up one RIT band in ELA, mathematics, and science scores; then at least 30% of the students in social studies would have to meet mastery in order to increase the Absolute Value Index at least two tenths toward expected gains as defined by the state report card system for 2007/2008.

Principal's Instructional Goals Rationale

An improvement in writing and reading scores will have a positive impact not only on ELA achievement but social studies and science as well. Therefore, it was determined that the Principal's Instructional Leadership Goal #1 should be that the principal will ensure Student Achievement Goal #1 will be met as stated that at least 30% of Below Basic students in grades 6-8 will increase one RIT band in ELA as measured by MAP data from the September 2008 to February 2009 administration. This goal was selected because 60% of 6th grade, 55% of 7th grade and 34% of 8th grade students scored below basic in ELA on 2006-2007 PACT. In addition, spring MAP data indicate that 30% of the students who tested scored within 5 points of the next RIT band. Research from NWEA indicates that the typical growth each year in ELA is 3.4 points per student

After an analysis of all PACT data from the 2006-2007 test administration, it was noted that overall science scores were significantly lower than the other core subject areas. Subsequently, the principal chose science as the second principal's instructional leadership goal which states that: the principal will ensure student achievement goal #3 will be met as stated that at least 30% of Below Basic students in grades 6-8 will increase one RIT band in science as measured by MAP data from the September 2008 to February 2009 administration.

District Administrator's Instructional Goals Rationale

In order to provide targeted support to the student achievement goals of Dennis Middle School, the District's Instructional Leadership Goals are to provide instructional and professional development support that will result in 30% of below basic students in grades 6-8 increasing at least one RIT band in ELA; 30% will increase one RIT band in math; 30% will increase one RIT band in science.

School Timeline

Specific activities

June

Professional Development

- Anderson 5 Curriculum Guide Pacing Guide (Curriculum Leadership Team)

July

Leadership Team

- PACT and Discipline Data Analysis

August

Science Teachers

Develop Science lab calendar
Develop rubric for Science lab notebook

Professional Development

- "Making Middle Grades Work 10 Key Practices"
"Who are We and Where are We Going"

September

Professional Development

- Accelerated Mathematics Training (9-3-08)
- Writing Process English/Language Arts
- How to use Social Studies support documents
- Science Kits (9-3-08)
- IGPro (9-8-08)

Professional Development Follow-up

Science kits

MAP testing

Classroom observations and feedback
to teachers

Lesson Plans reviewed

October

Professional Development

- Analyzing data from MAP/Benchmark Tests
- Read 180 staff development
- "Teaching Children of Poverty"--An instructional strategies professional development
- "Using data to set priorities for teaching and learning" (MMGW) (Data committee)
- "Increasing Reading comprehension through a school-wide emphasis on essential skills"

Benchmark Assessments

Flanagan's Tests For Higher Standards administered in ELA, Math, Science and Social Studies
Analysis of benchmark data

Lesson Plans reviewed

Classroom observations and feedback to teachers

November

Professional Development

Using the Science kits and follow up
"Getting middle grades students ready for high school" (MMGW—ELA and Mathematics)
"What it takes to get students tuned in and turned on to learning" (MMGW)
"Getting students to read more by focusing on key skills" (MMGW)
District curriculum guide staff development and vertical teaming

Lesson Plans reviewed

Classroom observations and feedback to teachers

December

Professional Development

Common Planning—Instructional Strategies (MMGW)
Developing assessments

Lesson Plans reviewed

Classroom observations and feedback
to teachers

January

Professional Development

Reading in the Content Area
Writing Across the Curriculum

Benchmark Assessments

Flanagan's Tests For Higher Standards administered in ELA, Math, Science
and Social Studies
Analysis of benchmark data

Lesson Plans reviewed

Classroom observations and feedback
to teachers

February

Professional Development
MAP Testing

Developing and analyzing assessments

Lesson Plans reviewed

Classroom observations and feedback
to teachers

March

Common Planning

- Follow-up to Best Practices professional development
Analysis of MAP data

Pass Writing Assessment

Lesson Plans reviewed

Classroom observations and feedback
to teachers

April

Professional development

Instructional Strategies—Follow-up

Lesson Plans reviewed

Classroom observations and feedback
to teachers

May

Testing

- PASS

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 30% of the Below Basic students in grades 6-8 (with the exception of alternate assessments) will increase at least one RIT band in ELA as measured by MAP data from the September 2008 to March 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Teachers will participate in professional development on utilizing a variety of research-based instructional strategies</p> <p>Teachers will model lessons based on research based instructional strategies professional development.</p> <p>Department chairpersons will observe teachers' use of instructional strategies and will provide feedback to teachers.</p>	Department chairperson, Teachers, Assistant Principal	September 2008	<p>ELA teachers' model lessons created using research based instructional strategies gained in the professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support ELA instructional strategies professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • ELA teachers' model lesson plans • Observation feedback forms for model lessons <p>Persons Responsible: Kwamine Simpson</p>
<p>Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. Teachers will provide copies of assessments to the principal on a weekly basis. Teachers will record the results of the assessments using the grading software program (Integrate Pro).</p>	Department chairperson, Teachers, Assistant Principal	October 2008	<p>ELA teacher created assessments based upon data analysis training will provide evidence that knowledge and skills gained from the training are being implemented into classroom instruction. Evaluation forms, rosters and agendas will document and support ELA data analysis professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas and evaluation forms • Copies of ELA teachers' weekly assessments based upon data analysis • ELA teachers' Integrate Pro data for Oct. 08- March 09 <p>Person Responsible: Kwamine Simpson</p>

<p>Teachers will participate in professional development on best practices (interdisciplinary units, questioning techniques, guided practice, conferencing) in ELA.</p> <p>Teachers will model lessons based on professional development.</p> <p>Department chairpersons will observe teachers' use of instructional strategies and will provide feedback to teachers.</p>	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>September 2008</p>	<p>ELA teachers' model lessons created based upon knowledge gained by participating in best practices professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support ELA instructional strategies professional development. Observation feedback forms will provide evidence all ELA teachers have completed model lessons based on professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • ELA teachers' model lesson plans reflecting use of best practices gained from professional development training • Dept. Chairpersons' Observation feedback forms for model lessons <p>Person Responsible: Kwamine Simpson</p>
<p>Teachers will participate in professional development on the effective implementation of Read 180.</p> <p>ELA teachers' lesson plans will be reviewed by the department chair to ensure weekly Read 180 assignments and assessments are included. The media specialist will maintain a record of books and Accelerated Reader tests. Teachers will require students to maintain a weekly reading log.</p>	<p>Department chairperson, Teachers, Media Specialist, Computer Lab Assistant, Assistant Principal</p>	<p>October 2008</p>	<p>ELA teachers' weekly lessons plans reflecting READ 180 assignments will provide documentation of strategy implementation (October 08-March 09) Media specialist Accelerated Reader tests records and catalogue of AR books will support and document students' ability to participate in READ 180 and Accelerated Reader. Evaluation forms, rosters and agendas will document and support ELA instructional strategies professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • ELA teachers' weekly lesson plans review forms, October 08-March 09 • Inventory listing of book titles and Accelerated Reader • Student reading logs from October 08-March 09 • Accelerated Reader reports for October 08-March 09 <p>Person Responsible: Kwamine Simpson</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 30% of the Below Basic students in grades 6-8 (with the exception of students who take alternate assessments) will increase at least one RIT band in math as measured by MAP data from the September 2008 to February 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Teachers will participate in professional development on utilizing a variety of research-based instructional strategies</p> <p>Teachers will model lessons based on professional development.</p> <p>Department chairpersons will observe teachers' use of instructional strategies and will provide feedback to teachers.</p>	Department chairperson, Teachers, Assistant Principal	September 2008	<p>Math teachers' model lessons created using research based instructional strategies gained in the professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support math instructional strategies professional development. Observation feedback forms will provide evidence all math teachers have completed model lessons based on knowledge gained from professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Math teachers' model lesson plans • Observation feedback forms for model lessons <p>Persons Responsible: Kwamine Simpson</p>
<p>Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. Teachers will provide copies of assessments to the principal on a weekly basis.</p>	Department chairperson, Teachers, Assistant Principal	October 2008	<p>Math teachers' created assessments based upon data analysis training will provide evidence that knowledge and skills gained from the training are being implemented into classroom instruction. Evaluation forms, rosters and agendas will document and support math data analysis professional development</p> <p>Documentation</p>

Teachers will record the results of the assessments using the grading software program (Integrate Pro).			<ul style="list-style-type: none"> • Sign-in rosters and agendas and evaluation forms • Copies of math teachers' weekly assessments based upon data analysis (October 08-March -9) • Math teachers' Integrate Pro data for Oct. 08- March 09 Person Responsible: Kwamine Simpson
<p>Teachers will participate in professional development on best practices (math manipulatives, interdisciplinary units, questioning techniques, and real world problem solving)in math.</p> <p>Teachers will model lessons based on professional development.</p> <p>Department chairpersons will observe teachers' use of instructional strategies and will provide feedback to teachers.</p>	Department chairperson, Teachers, Assistant Principal	September 2008	<p>Math teachers' model lessons created based upon knowledge gained by participating in best practices professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support math instructional strategies professional development. Observation feedback forms will provide evidence all math teachers have completed model lessons based on professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Math teachers' model lesson plans reflecting use of best practices gained from professional development training • Dept. Chairpersons' Observation feedback forms for model lessons Person Responsible: Kwamine Simpson
<p>Teachers will incorporate the use of technology(to include the use of calculators, the Internet, Accelerated Math) in the classroom.</p> <p>Math department chairperson will review lesson plans for the use of technology.</p> <p>Teachers will receive professional development on the use of Accelerated Math</p> <p>Teachers will monitor student progress via the weekly Accelerated Math report.</p>	Department chairperson, Teachers, Computer Lab Assistant, Assistant Principal	October 2008	<p>Math teachers' weekly lessons created based upon knowledge gained by participating in Accelerated Math professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will support the provision of AM training. AM weekly reports provide teachers important feedback regarding students' math skills.</p> <p>Documentation</p> <p>Sign-in rosters and agendas</p> <ul style="list-style-type: none"> • Professional Development Evaluation forms • Accelerated Math reports (weekly Oct. 08-March 09) • Math teachers' weekly lesson plans (Oct. 08-March 09) • Weekly plans initialed by dept. chairperson (Oct. 08-March 09) Person Responsible: Kwamine Simpson

Focused Goal 3: By April 1, 2009, 30% of the Below Basic students in grades 6-8 (with the exception of alternate assessments) will increase at least one RIT band in science as measured by MAP data from the September 2008 to February, 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Teachers will participate in professional development on utilizing a variety of research-based instructional strategies</p> <ul style="list-style-type: none"> Teachers will model lessons based on professional development. Department chairpersons will observe teachers' use of instructional strategies and will provide feedback to teachers. 	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>September 2008</p>	<p>Science teachers' model lessons created using research-based instructional strategies gained in the professional development will provide documentation of implementation from training. Observation feedback forms will provide evidence all science teachers have completed model lessons based on knowledge gained from professional development. Evaluation forms, rosters and agendas will document and support the provision of science research based instructional strategies professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign-in rosters and agendas Professional Development Evaluation forms Science teachers' model lesson plans Observation feedback forms for each model lesson <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. Teachers will provide copies of assessments to the principal on a weekly basis. Teachers will record the results of the assessments using the grading software program (Integrate Pro). 	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>October 2008</p>	<p>Science teacher created assessments based upon data analysis training will provide evidence that knowledge and skills gained from the training are being implemented into classroom instruction. Evaluation forms, rosters and agendas will document and support science data analysis professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign-in rosters and agendas and evaluation forms Copies of science teachers' weekly assessments based upon data analysis (Oct. 08-March 09) Science teachers' Integrate Pro data for Oct. 08- March 09 <p>Person Responsible: Kwamine Simpson</p>

<p>Teachers will participate in professional development on best practices (interdisciplinary units, questioning techniques) in Science.</p> <p>Teachers will model lessons based on professional development.</p> <p>Department chairpersons will observe teachers' use of best practices and will provide feedback to teachers.</p>	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>September 2008</p>	<p>Science teachers' model lessons created based upon knowledge gained by participating in best practices professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support provision of science instructional strategies professional development. Observation feedback forms will provide evidence all science teachers have completed model lessons based on professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Science teachers' model lesson plans reflecting use of best practices gained from professional development training • Dept. Chairpersons' Observation feedback forms for model lessons <p>Person Responsible: Kwamine Simpson</p>
<p>Teachers will participate in professional development on the use of science and Foss kits.</p> <p>Teachers will incorporate S.C. Science and Foss Kits into science instruction.</p> <p>The science department chairperson will check lesson plans for the lab activities.</p> <p>Teachers will incorporate a minimum of four (4) science labs activities per nine weeks marking period.</p>	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>October 2008</p>	<p>Lab activities (using FOSS and science kits) lesson plans will document teachers' incorporation into instructional activities four times per quarter. Evaluation forms, rosters and agendas will document and support provision of FOSS and science kits professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Weekly lab schedule (Sept. 08-March 09) • Integrate Pro data monthly reports (Sept. 08-March 09) • Rubric provided for grading lab notebooks • All science teachers lab activities lesson plans (4 each marking period) initialed by science department chairperson • Students' lab notebooks reflecting four lab activities for each nine week marking period <p>Person Responsible: Kwamine Simpson</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, 30% of the students in grades 6-8 (with the exception of students who take alternate assessments) will meet a mastery level of 70% as measured by Flanagan’s Tests for Higher Standards for Social Studies.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will participate in professional development on utilizing a variety of research-based instructional strategies Teachers will model lessons based on professional development. Department chairpersons will observe teachers’ use of instructional strategies and will provide feedback to teachers.	Department chairperson, Teachers, Assistant Principal	September 2008	Social studies teachers’ model lessons created using research-based instructional strategies gained in the professional development will provide documentation of implementation from training. Observation feedback forms will provide evidence all social studies teachers have completed model lessons based on knowledge gained from professional development. Evaluation forms, rosters and agendas will document and support the provision of social studies research based instructional strategies professional development. Documentation <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Social studies teachers’ model lesson plans • Observation feedback forms for model lessons Persons Responsible: Kwamine Simpson
Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. Teachers will provide copies of assessments to the principal on a	Department chairperson, Teachers, Assistant Principal	October 2008	Social studies teacher created assessments based upon data analysis training will provide evidence that knowledge and skills gained from the training are being implemented into classroom instruction. Evaluation forms, rosters and agendas will document and support social studies data analysis professional development

<p>weekly basis. Teachers will record the results of the assessments using the grading software program (Integrate Pro).</p>			<p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas and evaluation forms • Copies of social studies teachers' weekly assessments based upon data analysis (Oct. 08-March 09) • Social studies teachers' Integrate Pro data for Oct. 08-March 09 <p>Person Responsible: Kwamine Simpson</p>
<p>Teachers will participate in professional development using interdisciplinary units in social studies. Teachers will model lessons based on professional development. Department chairpersons will observe teachers' use of integrating interdisciplinary units into social studies and will provide feedback to teachers.</p>	<p>Department chairperson, Teachers, Assistant Principal</p>	<p>October 2008</p>	<p>Social studies teachers' model lessons created based upon knowledge gained by participating in interdisciplinary unit professional development will provide documentation of implementation from training. Evaluation forms, rosters and agendas will document and support provision of social studies interdisciplinary unit professional development. Observation feedback forms will provide evidence all social studies teachers have completed model lessons based on professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • Social studies teachers' model lesson plans reflecting use of best practices gained from professional development training • Dept. Chairpersons' Observation feedback forms for model lessons <p>Person Responsible: Kwamine Simpson</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will support the student achievement goal that 30% of the Below Basic students in grades 6-8 (with the exception of alternate assessments) will increase at least one RIT band in science as measured by MAP data from the September 2008 to February, 2009 administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The principal or assistant principal will review at least 10 lesson plans weekly for the use of a variety of instructional strategies. The principal and assistant principal will monitor the use of instructional strategies by conducting weekly observations.	Principal Assistant Principal	September 2008	Lesson plans reviewed by the principal or assistant principal will document if teachers are implementing a variety of instructional strategies in their planning. Weekly observations will provide documentation that teachers are including a variety of instructional strategies in lesson presentation. Documentation <ul style="list-style-type: none"> • Lesson plan review forms (weekly Sept. 08-March 09) • Observation feedback forms for at least 10 teachers each week Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> • The principal or assistant principal will review at least 10 lesson plans weekly and observe classes for evidence (re-teaching, pace adjustment, group formation, assignments) that data are utilized to make instructional decisions. 	Principal Assistant Principal	September 2008	Lesson plans reviewed by the principal or assistant principal will document if teachers are implementing data analysis to make instructional decisions Weekly observations will provide evidence of instructional adjustments such as re-teaching, pace adjustment and grouping for assignments. Documentation <ul style="list-style-type: none"> • Lesson plan review forms (weekly Sept. 08-March 09) • Observation feedback forms for at least 10 teachers each week Person Responsible: Kwamine Simpson

<ul style="list-style-type: none"> • The principal or assistant principal will review at least 10 lesson plans weekly for the use of best practices. • The principal or assistant principal will monitor the use of best practices in science by conducting weekly observations. 	Principal Assistant Principal	September 2008	<p>Lesson plans reviewed by the principal or assistant principal will document if teachers are implementing best practices to make instructional decisions</p> <p>Weekly observations will provide evidence of best practices being implemented in class instructions</p> <p>Documentation</p> <ul style="list-style-type: none"> • Lesson plan review forms (weekly Sept. 08-March 09) • Observation feedback forms for at least 10 teachers each week <p>Person Responsible: Kwamine Simpson</p>
<p>The principal or assistant principal will check the teacher's computerized gradebook (Intergraded Pro) to monitor the graded lab activities.</p> <p>The principal will randomly spot check at least 10 students' lab notebooks each nine weeks marking period.</p> <p>The principal will provide opportunities for teachers to participate in professional development on the use of the science and Foss Kits</p>			<p>Rosters, agendas and evaluation forms from FOSS and science kits professional development will support and document provision of the training.</p> <p>Principal or Assistant Principal monitoring lab activities via Integrate Pro will help make certain students are participating in lab activities and provide information regarding students' achievement.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Professional Development Evaluation forms • Rosters and agenda from FOSS and science kits professional development • Integrate Pro reports for Oct. 08 –March 09 • Student lab notebooks initialed by principal or assistant principal (at least 10 per marking period) <p>Person Responsible: Kwamine Simpson</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will support the student achievement goal that 30% of the Below Basic students in grades 6-8 (with the exception of alternate assessments) will increase at least one RIT band in ELA as measured by MAP data from the September 2008 to February 2009 administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal’s responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> • The principal will maintain sign-in rosters from staff development. • The principal will review lesson plans for the use of a variety of research-based instructional strategies. • The principal will provide opportunities for teachers to participate in professional development on using a variety of instructional strategies 	Principal Assistant Principal	September 2008	ELA teachers’ model lessons created using research-based instructional strategies gained in the professional development will provide documentation of implementation from training. Observation feedback forms will provide evidence all ELA teachers have completed model lessons based on knowledge gained from professional development. Evaluation forms, rosters and agendas will document and support the provision of ELA research based instructional strategies professional development. Documentation <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms • ELA teachers’ model lesson plans • Observation feedback forms for model lessons Persons Responsible: Kwamine Simpson

<p>The principal will provide opportunities for teachers to participate in professional development on developing assessments and analyzing the data from the assessments.</p> <p>The principal or assistant principal will review lesson plans weekly for evidence (re-teaching, pace adjustment, group formation, assignments) that data are utilized to make instructional decisions.</p>	Principal Assistant Principal	October 2008	<p>ELA teacher created assessments based upon data analysis training will provide evidence that knowledge and skills gained from the training are being implemented into classroom instruction. Evaluation forms, rosters and agendas will document and support ELA data analysis professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas and evaluation forms • Copies of ELA teachers' weekly assessments based upon data analysis (Oct. 08-March 09) • ELA teachers' Integrate Pro data for Oct. 08- March 09 <p>Person Responsible: Kwamine Simpson</p>
<p>The principal or assistant principal will review lesson plans and observe 10 classes weekly for evidence (re-teaching, pace adjustment, group formation, assignments) that data are utilized to make instructional decisions.</p>	Principal Assistant Principal	September 2008	<p>Lesson plan review forms and observations forms for weekly observations will document teachers' use of data to make instructional decisions.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Lesson plan review forms (Sept. 08-March 09) • Observation feedback forms (Sept. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<p>The principal will provide opportunities for teachers to participate in professional development on reading strategies.</p> <p>The principal or assistant principal will review at least 10 lesson plans quarterly for the use of reading strategies.</p> <p>The principal and assistant principal will monitor the incorporation of reading strategies in ELA by conducting at least 10 observations.</p>	Principal Assistant Principal	October 2008	<p>Evaluation forms, agenda and sign-in rosters will support and document the provision of reading strategies professional development. Teachers' observations feedback forms, lesson plans and review forms will document the implementation of reading strategies into classroom instruction.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Lesson plans review forms (10 quarterly) • ELA teachers' observation feedback forms • Professional development evaluation forms, rosters and agenda • Ten ELA lesson plans (quarterly) reflecting incorporation of reading strategies into instruction. <p>Person Responsible: Kwamine Simpson</p>
<p>The Principal will check the Integrate Pro (the schools grading software program) monthly to monitor implementation. The principal will receive monthly printouts from the Read 180 software</p>	Principal	October 2008	<p>Evaluation forms, agenda and sign-in rosters will document provision of READ 180 professional development. Principal's calendar notating Integrate Pro implementation will ensure the software is being maintained by teachers. Reports generated from READ 180 and AR will keep principal and</p>

<p>program to determine student progress The principal will provide opportunities for teachers to participate in READ 180 professional development.</p> <p>The principal will provide incentives for Accelerated Reader.</p>			<p>teachers informed as to student progress. Incentives and dates incentives awarded will document AR student awards</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Monthly notation of Integrate Pro implementation monitoring (Oct. 08-March 09, principal's calendar) • Professional development evaluation forms, agenda and sign-in rosters • Accelerated Reader Reports (Oct. 08 –March 09) • READ 180 reports (Monthly Oct. 08-March 09) • List of incentives and dates awarded <p>Person Responsible: Kwamine Simpson</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, with instructional support from district administrators, 30% of Below Basic students in grades 6-8 at Dennis Middle School (with the exception of students taking alternate assessments) will increase at least one RIT band in math and 30% of Below Basic students will increase one RIT band in ELA as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with School Leadership Team (SLT) at least once each nine weeks to review assessment data and monitor academic progress and student attendance.	Director of Elementary Instruction PPSL/ERTL Principal	September 2008	Meetings with SLT will facilitate data analysis and monitor academic progress and student attendance. Documentation: A data notebook will be compiled to monitor students’ academic progress and record assessment data. Agendas, sign-in sheets, data notebook Persons responsible: Cheryl S. Stover
Provide opportunity for on site and out of district professional development participation, monitor classroom implementation of Anderson Five curriculum, Standards Support System, MAP driven instruction, data analysis, best practices, etc.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	September 2008	Providing opportunities for professional development will give teachers strategies to use when analyzing and disaggregating test data and when planning for instruction. Documentation: Conference registration forms, approved request to attend forms, agendas, and handouts from school/district level workshops. Persons responsible: Cheryl S. Stover/Bernice Wright

Recognize students, teachers, and parents of students who score Proficient or Advanced on Spring 2008 PACT.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	December 2008	Presenting awards to students, parents, and teachers will encourage students to perform at a higher level. Present awards to students, parents and teachers at Board meeting. Documentation: Board agenda, purchase order for incentives to students, pictures. Persons responsible: Cheryl S. Stover/Bernice Wright
Hire consultant to provide professional development on creating benchmarks, data analysis, and using the data to guide instruction.	Superintendent Exec. Dir. of Instruction Finance Director Director of Elementary Instruction	September 2008	The consultant will assist administrators and teachers in the development of benchmark tests and using the data to guide instruction. Documentation: Consultant's contract, agendas, handouts Persons responsible: Cheryl S. Stover/Bernice Wright
Provide professional development and assist in implementing the Anderson Five Curriculum.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	June 2008	Anderson Five Curriculum Guides were purchased during the 2007-08 school year. Professional development will be provided for school's staff. Documentation: Lesson plans, agendas, Sign-in sheets, and purchase orders. Persons responsible: Cheryl S. Stover/Bernice Wright
Provide district-wide grade level and articulation meetings to assist teachers in revising and implementing use of grade level/subject area pacing guides to correlate with curriculum standards as needed.	Exec. Director of Instruction Director of Elementary Instruction	June 2008	Grade level common planning and articulation to revise pacing guides and plan for classroom instruction provides consistency across the district. Documentation: Minutes of meetings, lesson plans, sign-in sheets Persons responsible: Cheryl S. Stover/Bernice Wright

Purchase, print and make available to teachers Flanagan's benchmark Tests for Higher Standards.	Executive Director of Instruction Director of Elementary Instruction	August 2008	Results of the Flanagan Benchmark tests will be used to monitor student achievement and plan for instruction. Documentation: Purchase order, Copies of Benchmark tests Persons responsible: Cheryl S. Stover
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, with professional development support from district administrators, 30% of Below Basic students in grades 6-8 at Dennis Middle School (with the exception of students taking alternate assessments) will increase at least one RIT band in science, as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development schedule utilizing assessment data, teacher surveys, principal's recommendations and curriculum team's observations to determine focus topics for workshops.	Exec. Director of Instruction District Curriculum Team	May 2008	Assessment data, teacher surveys, principal's recommendations and curriculum team observation results will be used to select topics for the district's professional development plan. Documentation: Teacher surveys, principal's recommendations, and team's observation forms Person responsible: Bernice Wright/Cheryl S. Stover
Monitor and evaluate progress and effectiveness of professional development plan.	Superintendent Exec. Director of Instruction District Curriculum Team	August 2008	Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement. Documentation: Classroom observations, lesson plans, principal's report and the analysis of benchmark data Person responsible: Bernice Wright/Cheryl S. Stover

Employ the services of consultants to conduct workshops and follow-up on-site visits to ensure the effective implementation of strategies presented.	Exec. Director of Instruction Finance Director	August 2008	Using the services of a consultant to conduct workshops and do follow-up visits will assist the district's curriculum team in effectively implementing strategies presented. Documentation: Training agendas, sign-in sheets, and evaluation of workshops Person responsible: Bernice Wright/Cheryl S. Stover
Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction Director of Elementary Instruction	August 2008	Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans. Documentation: Copies of monitoring instrument/tool or feedback forms, purchase order for observation forms. Person responsible: Bernice Wright/Cheryl S. Stover
Post the district-wide professional development schedule with dates, location and times.	Executive Director of Instruction	August 2008	The strategy will be monitored utilizing the district's website to post schedule and by creating a professional development brochure. Documentation: District's website, brochure Person responsible: Bernice Wright/Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

- **Flanagan’s Tests for Higher Standards**, through simulation tests/grade level, 9-week tests, and ongoing assessments such as FTHS’s minitests/student achievement booklets, provide feedback that is based on the South Carolina Academic standards.
- **Measures of Academic Progress (MAP)** are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time.
- Northwest Evaluation Association (NWEA)
 - **The DesCartes continuum** of learning orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. For reading, language usage, and mathematics, and science, the skills and concepts align to the goal structures and content of the state standards.
 - **The Lexile Framework for Reading** provides a means of measuring a student's reading level and growth. The framework helps educators and parents select reading materials that appropriately challenge students, thereby guiding the development of stronger reading skills.
 - **Dynamic Reporting Suite** spotlights areas that need attention. For building administrators and teachers, the Dynamic Reporting Suite simplifies data analysis and offers classroom tools to apply test scores directly to instruction.
- **Accelerated Math** is a computer software program that creates assignments tailored to each student’s current level, scores math assignments, and provides feedback on student’s daily progress.
- **Accelerated Reader** is a computer software program that creates assignments tailored to each student’s current level, scores reading assignments, and provides feedback on student’s daily progress.
- **InteGrade Pro** is a computer software system that manages students’ scores, assignments, and up-to-the-minute calculated grades that helps teachers to track student performance over the duration of a course. With InteGrade Pro, teachers can organize tasks and put them into categories such as homework, quiz, or lab exercises.
- **READ 180** is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development
- **RIT Band** is a curriculum scale that uses the individual item difficulty values to estimate student achievement.